



# TEACHERS' PERCEPTION TOWARDS DEVELOPMENT OF LIFE SKILLS AT SECONDARY LEVEL

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## ABSTRACT

We live in a world full of challenges and we need life skills to cope with the challenges. It is for this reason that life skills education is an important aspect of the school curriculum. The purpose of this theme is to introduce to teachers the concepts of life skills and life skills education and also to highlight to them the various categories of life skills, the importance of life skills and indicators of life skills development. To inculcate the necessary life skills among a greater attention has to be paid by the teacher to mould the society.

The locality of the schools (rural and urban), communities to which teachers belong (OC, BC, SC, ST) and their qualifications (UG&PG) are the variables studied. A sample of 156 teachers has been selected randomly from 8 different schools from Visakhapatnam district for the study. Descriptive and inferential statistical tools such as means, t-test and ANOVA were used to analyze data using the Statistical package for Social Scientists (SPSS). The results after the analysis proved that the locality of schools, community of the teachers and their qualification did not make a difference. All the teachers supported the need of inculcation of life skills in education at secondary level.

**KEYWORDS:** School Curriculum, Life Skills, Secondary Level.

## INTRODUCTION:

Learning in the most impressionable stage in the life of a man, - the spring of life which is childhood needs to be joyful to be fruitful and that is possible only through activity based teaching learning. This fact has been proved over and over again through the various tests and examinations conducted in process of pace setting. Different educationists' thoughts from both Eastern and Western side have explained the term 'education' according to the need of the hour. Education is natural, harmonious and progressive development of man's innate powers.

Nothing goods enter into the human world except in and through the free activities of individual men and women and that educational practice must be shaped the individual. Education should give scope to develop the inborn potentialities through maximum freedom.

The many definitions given about quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research-ranging from multinational research to action research at the classroom level - contributes to redefinition in education.

### Life Skills:

By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice. Hence life-skills education, like the process of education is a continuous and never ending process.

Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life. The Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

### Teachers' Role in Development of Life Skills:

Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards. Schools are committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities by providing certain skills of life. Real and enduring success comes from within. It is not something "out there" that needs to be found. It is something that is self-created by developing basic life skills to their fullest potential and putting those life skills into action.

With regards to the attitudes of teachers towards life skills education, it was found that they had a positive attitude towards the teaching of Life Skills Education in secondary schools. Teaching of Life Skills Education will promote awareness and enhance behavior change and that the content of Life Skills education is

easy to understand. This is an indication that teachers seconded the importance of Life Skills Education in their secondary schools.

### Life Skills in General:

The term 'Livelihood skills' or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life Skills are distinct from livelihood skills. There are three types of skills,

They are

1. Thinking skills.
2. Social skills.
3. Emotional skills

1. **Thinking Skills:** The skills related to thinking are termed as thinking skills. The thinking skills relate to reflection at a personal level.
2. **Social Skills:** The skills related to dealing with others are termed as 'Social Skills.' Social skills include interpersonal skills and do not necessarily depend on logical thinking.
3. **Emotional skills:** These skills refers to a child's ability to deal with, manage, express and control his or her emotional states, including anger, sadness, excitement, anxiety and joy. Emotional self-regulation is an important aspect of resiliency.

It is the combination of these skills that are needed for achieving assertive behavior and negotiating effectively. In general, the ten core life skills laid down by World Health Organization are:

1. Self-awareness.
2. Empathy.
3. Critical thinking.
4. Creative thinking.
5. Decision making.
6. Problem Solving.
7. Effective Communication.
8. Interpersonal relationship.
9. Coping with Stress.
10. Coping with emotions.

**Need of Life Skills:**

1. Life skills are essentially those abilities that help promote overall well-being and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom, which focuses on behavioral change or development approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities that are what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of "how to do abilities" as they are not the only factors that affect behaviors. Many factors such as social support, culture and environment affect motivation and ability to behave in positive ways.
5. Effective acquisition and application of life skill can influence the way one feels about others, ourselves and will equally influence the way we perceive by others. It contributes to perception of self-confidence and self-esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. When incidents of "I know but I can't help it" occur, what we need is the ability to act sensibly. It is then that Life skills facilitate us to translate knowledge, attitudes and values into actual abilities.

**OBJECTIVES OF THE STUDY:**

1. To study the role of teachers on the inculcation of life skills at secondary schools of Visakhapatnam district.
2. To study the difference between role of teachers in respect to their locality on the inculcation of life skills at secondary schools of Visakhapatnam district.
3. To study the role of teachers in respect to their community on the inculcation of life skills at secondary schools of Visakhapatnam district.
4. To study the difference between role of teachers in respect to their qualifications on the inculcation of life skills at secondary schools of Visakhapatnam district.

**HYPOTHESES OF THE STUDY:**

1. There is no significance difference between roles of teachers in respect to their locality on the inculcation of life skills at secondary schools of Visakhapatnam district.
2. There is no significance difference between roles of teachers in respect to their community on the inculcation of life skills at secondary schools of Visakhapatnam district.
3. There is no significance difference between roles of teachers in respect to their qualifications on the inculcation of life skills at secondary schools of Visakhapatnam district.

**METHODOLOGY:**

The present study is proximal, time specific and contest in nature. A sample of 156 teachers has been selected randomly from 8 different schools and an opinionative was distributed with necessary instructions. The investigator took necessary care to include teachers belonging to demographic variables like gender, type of management of the teacher to support the results through interpretation of the answers using statistical analysis such as the mean, standard deviation, significance of t-values.

The investigator used a tool of opinionative consisting of 30 statements given in both versions English and Telugu to make it convenient for all teachers both subject and language teachers possible to state their opinions.

For analyzing the data, frequency, mean, median and mode were used. To understand the nature of distribution measures of central tendency, skewness, kurtosis were computed, and t - scores and ANOVA were implemented to testify hypothesis. The data was scored with the help of hand calculator as well as the computer with SPSS package.

**Variables of Study:**

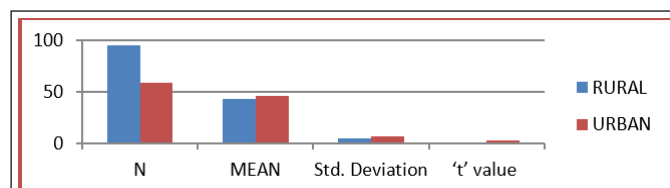
In the present study the following are the variables considered for teachers are:

1. Rural/Urban
2. OC/SC/ST/BC
3. UG-B.Ed./PG-B.Ed.

**Analysis and Interpretation of Data:**

**Hypothesis-1:** There is no significance difference between roles of teachers in

respect to their school locality on the inculcation of life skills at secondary schools of Visakhapatnam district.



**Graph-1: Graph showing Mean and SD values Between Rural and Urban teachers**

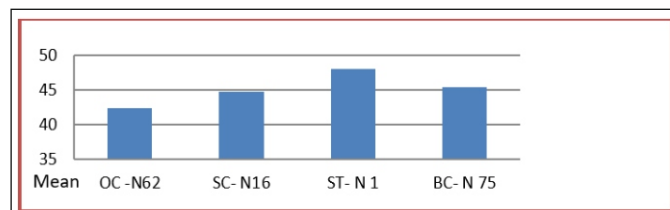
**Table 1: Table showing the mean, S.D. and 't' value of secondary school teachers working in rural and urban localities.**

Locality of the schools	N	Mean	Std. Deviation	't' value at 95% confidence level
Rural	95	42.80	4.905	3.426
Urban	59	46.41	7.103	

The table presents us with the information that the mean score is 42.80 for Rural teachers and 46.41 for the Urban teachers and the standard deviation values have been 4.905 for the Rural teachers and 7.103 for the private teachers which shows that perception of Rural teachers marks higher number to that of the Urban teachers to the need of inculcation of life skills. The 't' value stands at 3.426 which is not significant.

Hence, it agrees to the given hypotheses that there is no significant difference between the perceptions of rural teachers to that of the urban teachers in inculcating life skills at secondary level.

**Hypothesis-2:** There is no significance difference between roles of teachers in respect to their community on the inculcation of life skills at secondary schools of Visakhapatnam district.



**Graph-2: Graph showing Mean and SD values Among teachers of various communities**

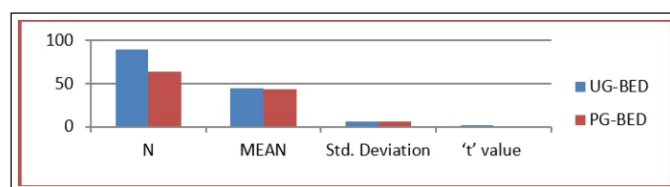
**Table-2: Table showing the mean, and S.D. and 'T' value of secondary school teachers in respect to their community**

Community of the teachers	N	MEAN	Std. Deviation
OC	62	42.45	5.374
SC	16	44.75	7.61
ST	1	48	-
BC	75	45.44	6.048

The table presents us with the information that the mean scores of the various communities as is 42.45 for OC teachers and 44.75 for the SC teachers, 48 for the ST teachers and 45.44 for the BC teachers the standard deviation values have been noted as 5.374 for the OC teachers 7.61 for the SC teachers nil for the ST teachers and 6.048 for the BC teachers.

Hence, it agrees to the given hypotheses that there is no significant difference between roles of teachers in respect to their community in inculcating life skills at secondary level.

**Hypothesis-3:** There is no significance difference between roles of teachers in respect to their qualifications on the inculcation of life skills at secondary schools of Visakhapatnam district.



**Graph-3: Graph showing Mean and SD values Between teachers of different qualifications**

**Table-3: Table showing the mean, S.D. and 'T' value of secondary school teachers belongs to different Educational Qualifications**

Qualifications of the teachers	N	Mean	Std. Deviation	't' value at 95% confidence level
UG-B.Ed.	90	44.98	6.235	1.971
PG-B.Ed.	64	43.06	5.723	

The table presents us with the information that the mean score is 44.98 for Under Graduate B.Ed trained teachers and 43.06 for the Post Graduate B.Ed trained teachers and the standard deviation values have been noted as 6.235 for the Under Graduate B.Ed trained teachers and 5.723 for the Post Graduate B.Ed trained teachers which shows that perception of Under Graduate B.Ed trained teachers show better perception than of the Post Graduate B.Ed trained teachers to the need of inculcation of life skills. The 't' value stands at 1.971, which is not significant.

Hence, it agrees to the given hypotheses that there is no significant difference between the perceptions of Under Graduate B.Ed trained teachers to that of the Post Graduate B.Ed trained teachers in inculcating life skills at secondary level

#### CONCLUSION:

If we have a skill it means we can do something. Therefore, developing life skills means putting our beliefs into action. If our beliefs and values are solid and well-founded, effective life skills will be easier to achieve. Though similar in many ways, we all come from different backgrounds and experiences, which can give each of us a very different perspective. We may also have a different learning style and personality. Respecting differences makes it much easier to personalize basic life skills and apply them to everyday situations.

Education is the only means to reach the goal to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life. Quality education puts students at the centre of the process; student achievement must be the school's first priority. Developing strong basic life skills (personal skills - relationship skills - project skills) helps us create a realistic yardstick for measuring our personal success.

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